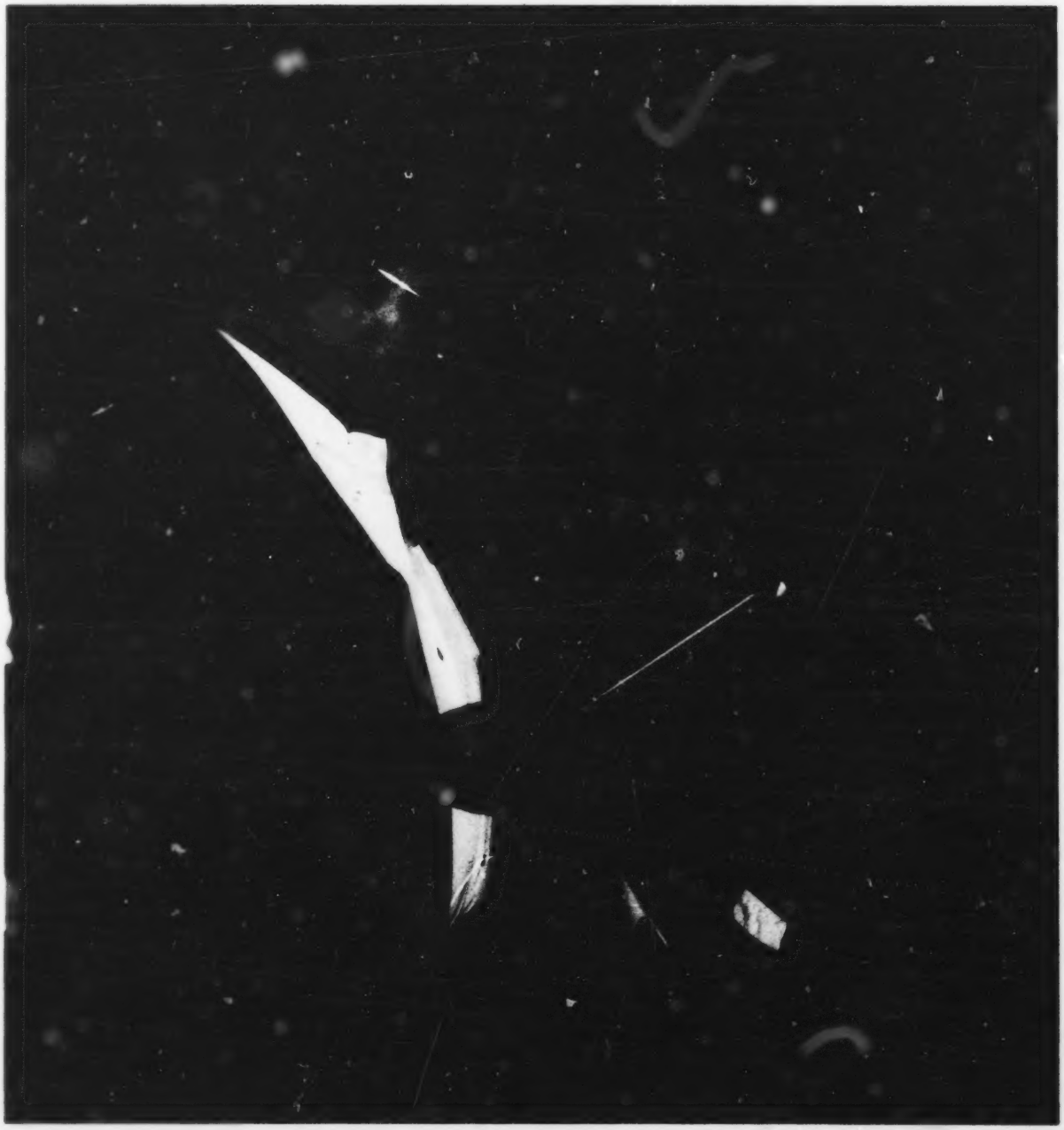
Native Education in Alberta:
Alberta Native People's Views on Native Education



Alberta
EDUCATION

87-03521/

This report contains statements relative to Native education in Alberta which were obtained from numerous meetings with Alberta's Native community. The statements have been reviewed by Native educators, Native organizations and agencies, and a committee of Native people selected by the Native educators.

This paper is not an Alberta Education policy paper but a report of the consensus of the perspectives held by Native people in Alberta.

March 1987

Background Information

There are significant issues concerned with education in Alberta which are currently being addressed by Alberta Education. The *Management and Finance Plan* was recently introduced for the purpose of improving the quality of education provided to students and to respond to current and anticipated changes in society. *Partners in Education: Principles for a New School Act* was released for discussion in January 1985. In June 1985 Alberta Education released a policy statement entitled *Secondary Education in Alberta*. These thrusts all contribute to the opportunity for students to obtain a high quality education in Alberta's schools.

This report *Native Education in Alberta* presents a consensus of the perspectives held by Native people of Alberta on ways to ensure that Native students have opportunities to obtain the same high quality education enjoyed by all Alberta students. A major objective of the report is to identify ways which will enable Native students to be included in the new initiatives of Alberta Education.

Native students include Metis, Non-Status Indians, and Treaty Indians. Education is offered to Native students in federal schools, Band-operated schools and provincial schools. The recommendations in this report are primarily applicable to those provincial schools which enrol Native students. The federal schools and Band-operated schools are dependent upon other sources for policy to guide education within their schools. However, these schools may wish to consider Alberta Education's policy and use learning resources which are being developed.

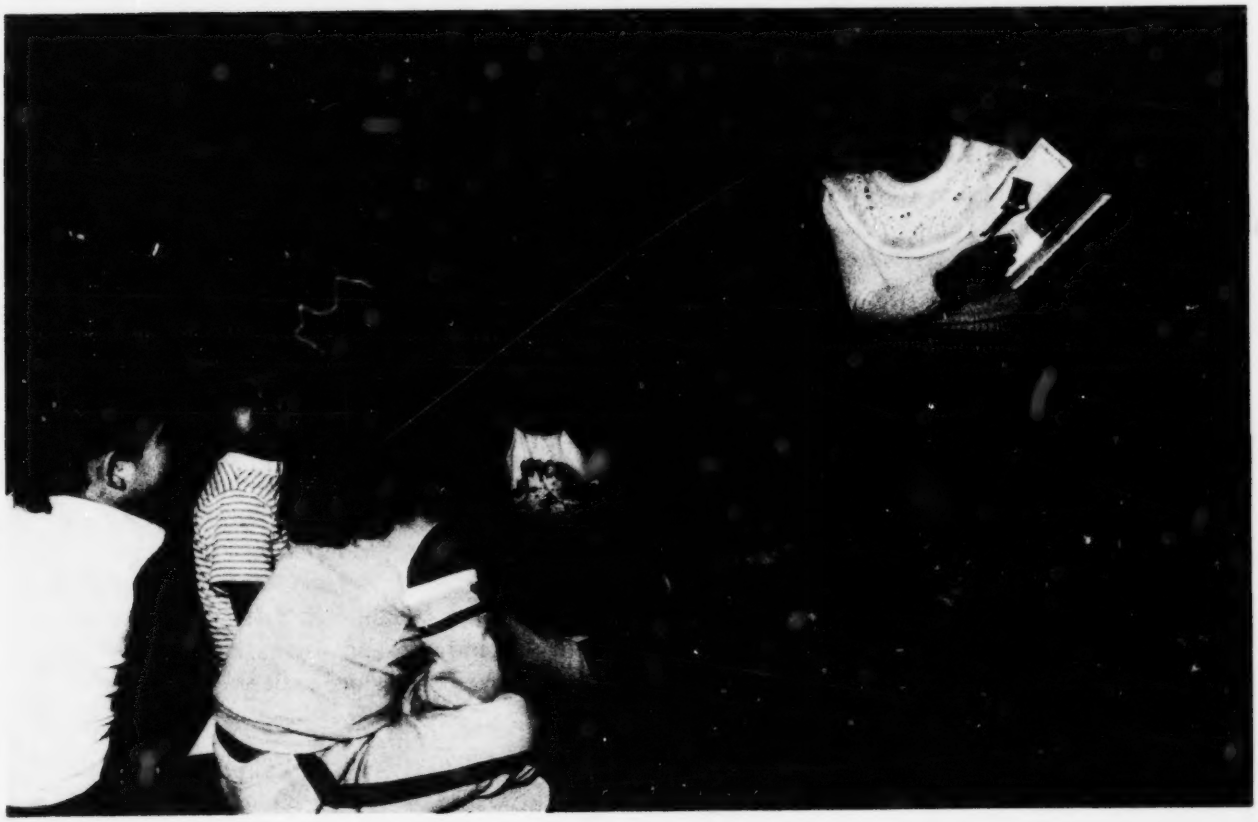
Recommendations presented in this report are those suggested by Native people. Any of these recommendations which may be acted upon by Alberta Education will be implemented within the overall Alberta Education policy statements. This means that as an endeavor to improve the quality of education provided to Native students in provincial schools, there will be an increased responsiveness to the changing needs of Native students and parents. Within the policy direction established by the province, there will be increased local responsibility, flexibility, and discretion by school jurisdictions over the use of provincial funds to meet the local needs of Native students. There will also be increased accountability of local school jurisdictions to the parents of Native children. Through the provision of broad provincial policies, local school jurisdictions will be more able to develop local policies which will enhance the education offered to Native students.

This approach is based upon the belief that each individual student who enrols in a provincial school is entitled to an education appropriate to his or her needs and abilities. It is also intended to enhance the opportunity for Native students to fulfill their personal aspirations and to make positive contributions to society.

Focus on Improving Native Education

This paper focuses on the education of Native students attending provincial schools. There are 6,743 Treaty students for whom the Department of Indian Affairs is paying tuition in provincial schools. It is estimated that another 2,400 Treaty students are living off the reserve and attending provincial schools. There are also approximately 14,000 self-identified and Non-Status Native students in provincial schools. The education of these students should respond to the individual needs of the Native student, the needs of parents, the needs of the Native community, and the larger society within which we live.

Numerous Alberta Education studies and task forces including "The Study of School Programs for Alberta Natives" (1982), "Native People in the Curriculum" (1982), and "The Report of the Committee on Tolerance and Understanding" (1984) have identified some of these needs. The purpose of the Native Education Project is to meet with Native people in all parts of Alberta to review these needs and to identify others.



Process for Reviewing Native Education

In November 1984, Education Minister David King established the Native Education Project and appointed four staff members. Dr. Ralph Sabey was appointed Director. The other members of the Native Education Project are Pearl Calahasen, Merv Kowalchuk, and Bernie Makokis. In March 1985, Marjorie Dressyman was loaned from the Federal Department of Indian Affairs, for a four-month period. The Native Education Project will function until December 1985 with a possibility of extension until December 1987. At that time Alberta Education will review and evaluate the project and establish an appropriate structure within Alberta Education for the delivery of programs and services for Native education. The mandate of the Native Education Project is twofold.

- The first task was to meet with members of the Native community and seek input for the development of policy which will lead to a better delivery of education services to Native children attending provincial schools. This task was completed June 30, 1985, and this report contains the views of the Native people. The Minister of Education will review these recommendations and develop a policy statement dealing with Native education.
- The other task of the Native Education Project has been in progress since June 1984. This task is to continue the implementation of the recommendations of the Learning Resources Ad Hoc Review of the *Native People in the Curriculum* (1982) which were presented and approved by the Alberta Education Social Studies Curriculum Coordination Committee in October.

Some of these recommendations which have been acted upon are:

- those that called for certain social studies resources to be removed from the authorized learning list of Alberta Education,
- those which called for publishers to redevelop some of the learning resources,
- those recommendations which called for a more stringent approval process.

The specific recommendations of the *Native People in the Curriculum* (1982) report upon which the Native Education Project is acting are:

- that Native people and organizations be given specific opportunities to develop resources which will complement and diversify the approved lists of social studies learning resources and address areas of concern in the Decore Report;
- that teachers or community agencies that have developed Native education materials of high quality for local use be approached by Alberta Education to consider the distribution of those materials in refined form at the provincial level.

The recommendation to develop social studies learning resources for and about Native people is being acted upon through our Resource Development Projects. There are currently fourteen projects involving school jurisdictions and Native people in developing Native learning resources

for social studies. The recommendation to identify and distribute quality Native materials is being acted upon by the clearinghouse resource centre project.

In meeting the policy development mandate outlined by the Honourable David King, the Native Education Project team met with Native communities, regional organizations, Metis settlements, Indian reserves, urban education centres, friendship centres, Metis locals, Native political organizations, students, post-secondary institutions, and other Native groups and individuals. There were over 180 discussion groups and approximately 4,000 attended these meetings. In addition there were numerous written letters, briefs, and position papers presented to the Native Education Project. As a result of these meetings and briefs, the development of a Native education policy is not an isolated initiative of Alberta Education, but rather a vehicle through which the ideas and initiatives of Alberta's Native people will be realized. The recommendations in this report reflect the views expressed by Alberta's Native people.

The purposes of the meetings with Native people were to:

- discuss with Native Albertans the policies needed to improve education for and about Native Albertans;
- examine their responses;
- conduct research;
- integrate the views of educators, parents and students; and,
- present recommendations which will lead to the development of a Native education policy.

The review of Native education focused on four key questions:

- What is the purpose of education? What do you see as the role of the school for your family? Discussion expanded this question to include: What is the meaning of education? What should education be doing for Native students? Are the educational needs of Native students being met? What action should the educational systems be taking in order to ensure success for Native students?
- What should be taught in schools? What are the attitudes, skills, knowledge, and values which should be included in a program of studies? What should be the proportion of mainstream cultural teachings and Native cultural teachings? What feelings should the schools be eliciting from students? What Native language programs should be

available? What long-term plans should be adopted to ensure that the curriculum reflects Native viewpoints? How can the basic curriculum be revised to ensure the inclusion of Native culture?

- How can education be best delivered to Native students? What are the things that make Native students want to go to school? What contributes to the success or failure of Native students? Are there specific teacher attitudes and behaviors that contribute to better education? What is the role of parents in the education of their children? What support services could be offered by schools to improve the delivery of education?
- What are the roles, rights, and responsibilities of the participants in Native education: school boards, Band councils, parents, Indian Affairs, Alberta Education, students, teachers, administrators, and the community? What relationship can be established between Treaty Indian parents, students and Bands, and the provincial schools?

Report Format

This report presents a brief summary of the procedures used by the Native Education Project staff in seeking information from Native people. It also presents the information obtained relative to:

- the purpose of education and the role of the school for Native students;
- the programs of studies for Native students;
- the delivery of education to Native students; and,
- the roles, rights, and responsibilities in Native education.

There are basic principles that are applicable to the above aspects of Native education and there are specific recommendations which evolved from information obtained from Native people. These statements are general descriptions which provide a framework for improving the education for and about Native Albertans within existing Alberta Education policies.

Each section of this report presents a brief review of the discussions and submissions received, a statement of principles, recommendations, and implications.

The Purpose of Education
and
The Role of The School

Summary of Discussions and Submissions

The information obtained through analysis of submissions and through listening to individuals at public meetings indicates that there is a consistent Native view of the purpose of education. This view is that education should provide knowledge, skills and attitudes necessary to survive in today's society. This view also indicates clearly that schools should reflect the contribution made to Canadian society by Native cultures and should provide opportunities for Native students to develop positive self-esteem and take pride in their Native heritage.

A Native mother in Slave Lake stated:

> *I send my children to school so that they can obtain all of the knowledge and skills necessary to survive in today's society, I also want them to feel good about themselves as individuals, and to have pride in their Native heritage.*

Historically, Native education in Alberta was provided by religious denominations in federal schools. In the early 1950s an integrated program forced Native parents to send their children to provincial schools. In the early 1970s Band control of education was encouraged. Blue Quills became the first Band-operated school in Canada in July of 1970. Since then seven Alberta Indian reserves have assumed Band operation of education. There are a number of Indian reserves considering this option although most of the reserve schools are currently being operated by the Department of Indian Affairs. Metis Settlement schools are operated in Northland School Division and other school divisions. Currently, the provincial schools educate approximately 65% of the Treaty students and about 95% of Metis and Non-Status Indian students. Some Metis and Non-Status Indian students attend Band-operated or federally operated schools.

It is recognized that schools which are Band-operated offer education within a philosophy advocated by the community. Some federal and provincial schools do not necessarily reflect the community philosophy. Discussions with people on various reserves emphasize the fact that Band operation of education includes the right to state the purpose of the schools on the reserves. This report is not intended to give direction to the education in Band-operated or federal schools. It is anticipated, however, that some Band education committees will seek to implement the recommendations contained in this report.

The following purposes of education and the role of the schools were central to the views expressed by Native people:

- To develop the skills, knowledge and attitudes of Native students so that they can function in both the Native community and the non-Native society.
- To encourage Native students to progress in the provincial education system while retaining their identity as Native people.
- To provide opportunities for Native students that will prepare them in their career aspirations towards a desirable future.

- To develop positive attitudes among non-Native students and educators by developing student and teacher learning resources that provide a positive image of Native people.

Principles

The following principles were developed from discussions and submissions received from Native parents and students.

- Provincial schools should provide educational opportunities for all Native children, and it is the right of the child to receive an education of no less than provincially acceptable standards.
- Native students should have the opportunity to share and participate in all that schools have to offer.
- Provincial schools should foster respect and understanding as well as acceptance and tolerance.
- Self-esteem in Native students should be fostered.

Recommendations

The educational services to Native students provided by provincial schools must be closely related to Native students' needs and aspirations. In meeting needs, Alberta Education should encourage the development and maintenance of excellence in education. The following recommendations provide information which will be useful in the development of a Native education policy for provincial schools:

- Alberta Education should support the provision of opportunity for Native students in provincial schools to reach their potential.
- Alberta Education should support the provision of opportunity for provincial schools to maintain and vitalize native culture within the schools.
- Alberta Education should support the position of working within the Native community to assist provincial schools in meeting the educational needs of native students.

Implications

In providing an opportunity for Native students in provincial schools to reach their potential, it will be necessary to overcome many of the barriers which Native people believe are in existence:

- a more flexible education system is needed:
- alternative and cultural support programs within the public schools must be considered to meet the unique learning needs of Native students; and,
- structures must be developed at the local school level to ensure a harmonious relationship with the Native community (parents, elders, and community leaders).

The Programs of Studies For Native Students

Summary of Discussions and Submissions

The majority of Native people indicated that the programs of studies currently offered by provincial schools should be followed. However, in meeting the needs of Native students and the Native community, it is suggested that there should be development in the following areas:

- Develop student learning resources dealing with Native cultures for the existing Alberta programs of studies. This will prepare both non-Native and Native students to reach a better understanding of each other.

  Curriculum with Native content will be of relevance to individual Native students; it will enhance a feeling of self-worth, identity, motivation, and contribute to their goals and aspirations as unique peoples of this country.

(University of Calgary Native student)

- Develop programs of studies and learning resources for teaching Native languages in provincial schools. These should recognize the existence of various cultural and linguistic groups within the Native population.
- Develop programs that will assist Native students in the acquisition of the English language.
- Develop Native Studies complementary courses at the secondary level.
- Develop alternate programs for early school leavers. These programs should include pre-vocational and pre-employment training within the Native community so that the school learner is given preparation for the workplace.
- Make integrated occupational programs available to schools with high Native enrollment.
- Include Native people in the development of resources and programs of studies.
- Provide ways to make Native learning resources more readily available to schools.

Most individuals and Native communities have supported the initiatives of Alberta Education in developing learning resources which focus on Native people and include achievements and contributions of Native people to their communities and to society in general.

A pilot project *People and Their Culture: A Case Study of the Peigan Nation* was developed through joint

initiatives of Alberta Education, Willow Creek School Division, Pincher Creek School Division, Pincher Creek RCSSD, and the Peigan Nation.

A pilot teacher stated:

I find the students reacting quite positively to the project. A lot of marks have gone up. The Native students' interest has gone up. I find it frustrating sometimes because I don't know all the answers (to the questions students ask). The Native students are bringing in books and talking to their grandparents and bringing that knowledge into the classroom.

from *KAINAI* News

The programs of studies provided by provincial schools must address the needs and aspirations of Native students and the Native community. In meeting needs, Alberta Education should encourage the development of learning resources including Native language materials in order to:

- make society aware of the contributions made by Native people;
- develop and promote a strong image of the Native student and the community;
- develop a positive self-concept for the Native student by gaining a better understanding of himself through study of his or her culture and other Native cultures.

Principles

Within the specific context of the programs of studies as they relate to Native students, the following principles should be considered:

- The programs of studies must respond to the needs of Native students.
- Provincial schools should recognize the value of including Native perspective within the curriculum.
- The development of Alberta programs of studies and learning resources should include the active participation of teachers, Native people and Alberta Education.

Recommendations

The program for and about Native people must be included within the Alberta Education programs of studies. Such a program would include the development of learning resources for teaching Native languages and cultures. It is not suggested that there is a need for separate programs of studies for Native students.

The following recommendations provide information which will be useful in developing resources and programs in provincial schools for and about Native people:

- Alberta Education should support the development of learning resources dealing with Native cultures which can be used for teaching the programs of studies.
- Alberta Education should support the provision of opportunities for students to acquire and/or maintain Native languages.
- Alberta Education should support school jurisdictions working with native people to develop Native complementary courses and learning resources for the programs of studies.

- Alberta Education should support and assist school boards in providing instructional programs for Native students who require special assistance in learning English as a second language.
- Alberta Education should support the development of programs based on the needs of Native students in isolated communities.
- Alberta Education should support the concept of a clearinghouse/resource centre for Native learning resources.
- Alberta Education should support the provision of a structure which will ensure that program development for Native education is continued.

Implications

In providing a program to assist Native students in reaching their potential, it will be necessary to stress the integration of Native content within the Alberta programs of studies. In order to achieve this, Native people have suggested that:

- Native learning resources be continued and also directed to subject areas in addition to social studies;
- extension of discounts for purchase of learning resources from the Alberta School Book Branch be made available to Band-operated and federally-operated schools;
- development of guidelines, procedures and learning resources be continued by the Ad Hoc Committee for Native Languages under the direction of the Language Services Branch;
- development of Native complementary courses and learning resources follow the approval procedure of the Curriculum Branch;
- current guidelines and procedures for providing ESL programs should include Native students;
- some special initiatives be considered for meeting the needs of Native students in isolated communities include:
  - provision of technological aides,
  - life skills programs,
  - summer reading camps,
  - basic high school programs in isolated schools,
  - student field trips,
  - student tutorial programs,
  - coordination of AVC/CVC programs with the basic education programs,
  - expanded hours for use of school facilities, and
  - use of community resource people.
- there be provision for a clearinghouse/resource centre which contains information based on Native learning resources from various Native education programs within Alberta and other areas. The Alberta School Book Branch would coordinate and disseminate the resources. A resource catalogue identifying high quality resources is required.
- a structure to develop programs for and about Native people be included within Alberta Education.

The Delivery of Education to Native Students

Summary of Discussions and Submissions

In considering the delivery of education to Native students numerous suggestions were given by individuals, Native groups and briefs submitted to the Native Education Project. While it is recognized that all students have individual needs, other needs may be recognized on the basis of isolation or other circumstances. An analysis of the submissions and responses of the Native individuals and groups at public meetings indicated the following areas of concern:

1. Native awareness.
2. Support services and preventative programs.
3. Delivery of secondary programs in isolated communities.
4. Native teachers.

To address the above stated needs, an expanded definition and discussion is presented.

1. Native Awareness

Native people indicate that many teachers are not aware of the various unique Native cultures which students in the school represent. It is reported that this causes many teachers to lack tolerance and understanding of the attitudes and behavior of Native students.

It is suggested that all teachers of Native students receive pre-service and/or inservice relative to Native cultures. Inservice is also needed in preferred instructional methods for Native students.

It is stressed that school counsellors who provide testing and placement services for Native students must also become more aware of the Native students' culture.

2. Support Services and Preventative Programs

There is a consensus that the education of Native students takes place in a milieu which reflects adverse social, economic, and educational conditions. Native people indicate that support services and preventive programs are necessary if Native students are to develop their abilities in order that they may fulfill their personal aspirations while making a positive contribution to society. The service and programs most often identified were: Native home-school-community liaison workers; Native school counsellors; Native teacher aides, especially for teaching Native languages; involvement of community resource people, especially Native Elders; orientation of Natives to provincial schools before entry; provision of a Native cultural classroom for Native and Non-Native students; and a hot lunch program in schools located in low socio-economic areas.

3. Delivery of Secondary Programs in Isolated Communities

The lack of complete secondary school programs in isolated communities leads to early school leavers. Suggestions to alleviate this problem include: providing group homes for students leaving isolated communities; extension of services which use technology to facilitate access to equitable educational opportunities for all Native students; procedures and policies governing community vocational centres be articulated with the basic education programs in isolated school jurisdictions.

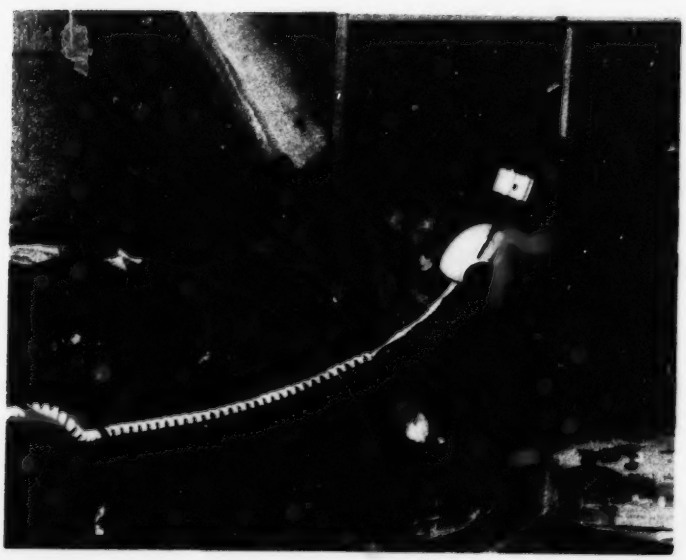
4. Native Teachers

Discussions and submissions indicated that there was a preference for employing Native teachers to teach Native students. Some suggested that provisional certification be given to Native language teachers and to Native teachers who have not completed their full requirements for Alberta certification. However, the Native educators who discussed this did not agree with the certification of Native people who have not completed the full requirement for Alberta certification.

Principles

In the delivery of education to Native students the following principles should be considered:

- The support of delivery of education to Native students is based on need for preventive and/or compensatory programs as well as the number of students.



- The delivery of education to Native student will use technology to facilitate access to equitable educational opportunities.
- The delivery of education to Native students recognizes the nature of the learner, and the contributions to society which are made by the Native community.

Recommendations

The delivery of Native education to Native students must address the differing needs of the Native student and community based on social, cultural, and economic conditions. To meet these needs, support services and preventive programs are essential if a harmonious relationship is to be developed between the school and the Native community.

The following recommendations provide information which will be useful in formulating policy for the delivery of services to Native students:

- Alberta Education should support and make provision for teacher inservice which contributes to the increasing awareness of Native culture.
- Alberta Education should encourage school jurisdictions in which a significant number of native students are enrolled to employ teachers who have received pre-service education and/or experience in a Native setting.
- Alberta Education should support research and development of culture free psychological, diagnostic, and achievement tests.
- Alberta Education should support the extension of programs in isolated

communities through the use of technology and alternative programs which will enhance basic competency and the students' ability to enter into employment.

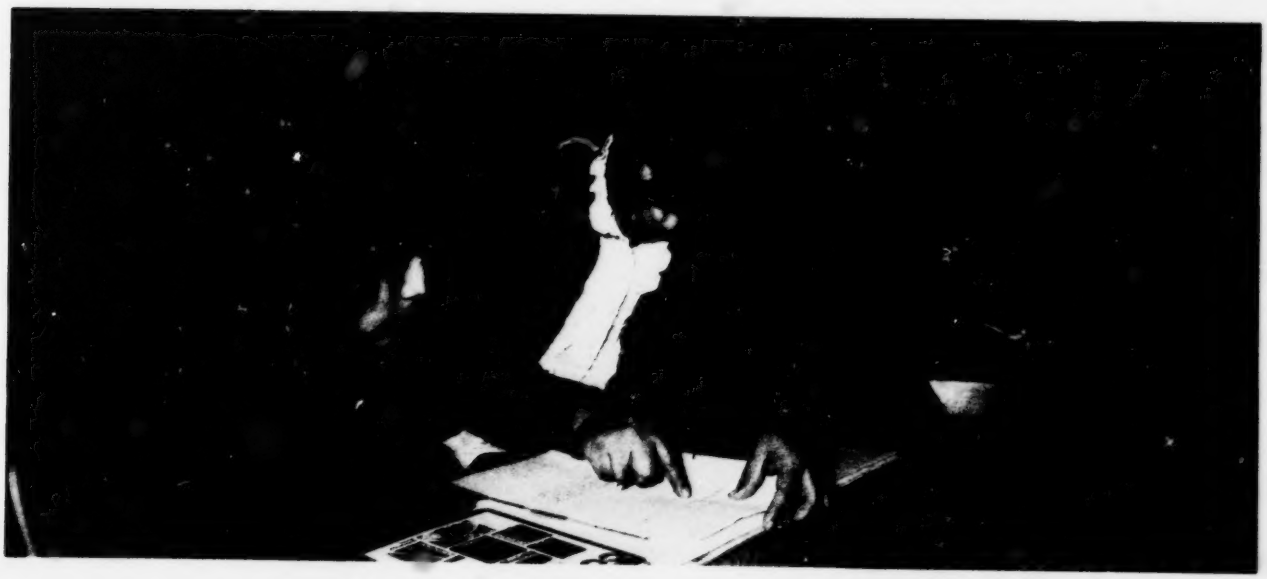
- Alberta Education should support the provision of services to Band-controlled schools who request these services and enter into an agreement with Alberta Education.
- Alberta Education should support the right of local school boards in Northland School Division to determine the school year, and other relevant local school issues.
- Alberta Education should support issuing letters of authority certificates to Native people who have not completed their requirements for Alberta certification.
- Alberta Education should encourage post-secondary institutions to offer programs for Native para-professionals.
- Alberta Education should support the provision of services for the evaluation of teachers for permanent certification and schools/programs to Band-operated schools who request such service through a Band council resolution.
- Alberta Education should provide a structure within Alberta Education which will ensure that delivery of support services and preventative programs for Native students is continued.

Implications

In the delivery of Native education it must be recognized that the special needs of Native students and their teachers require extensive support services and programs.

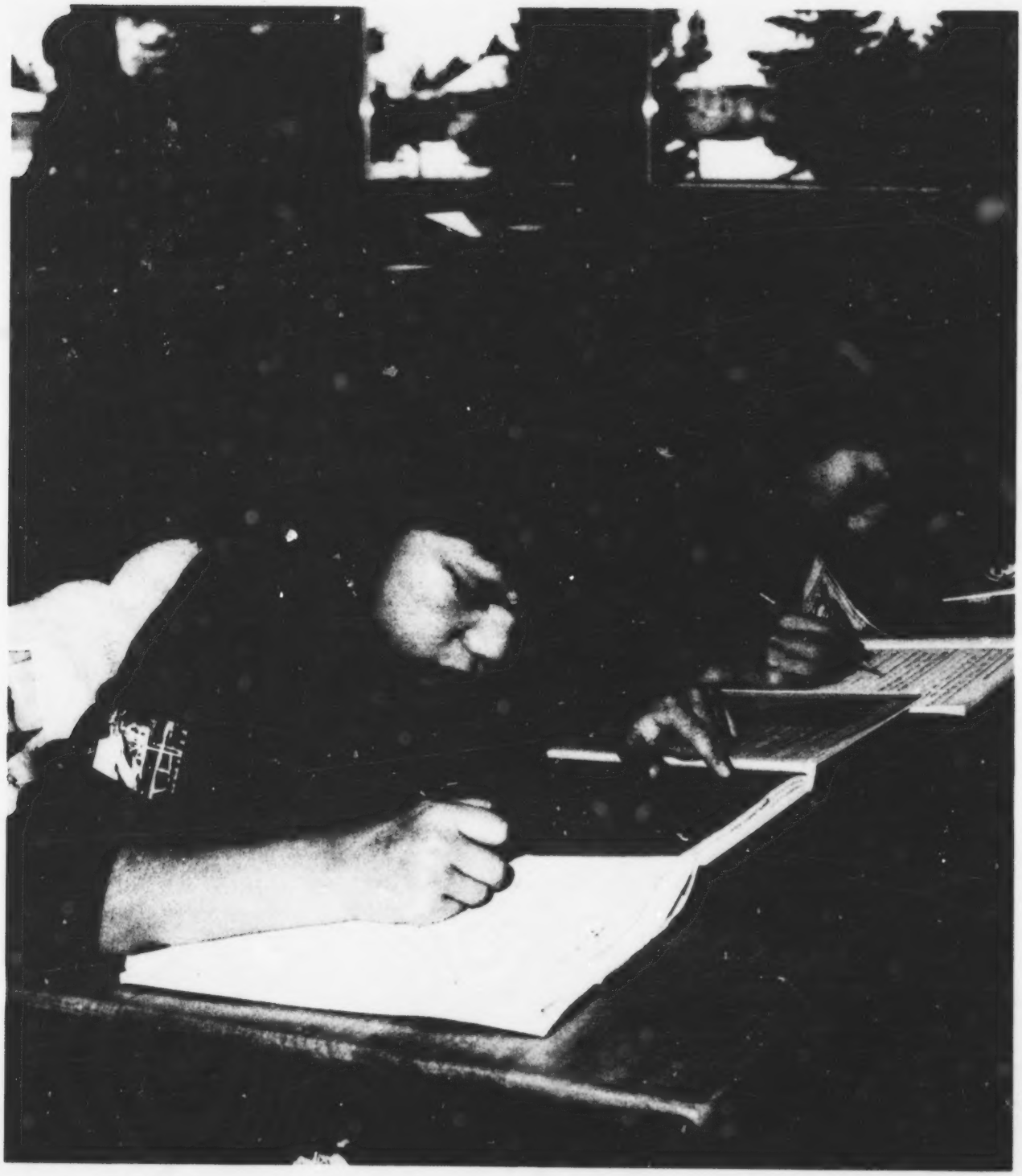
Native people suggest that:

- Inservice programs involving Native people, especially elders, will be required for all teachers of Native students.



- School jurisdictions should be encouraged to employ Native teachers and teachers who have pre-service training in Native studies. Experience in teaching Native students can be provided through the *Initiation of Teaching Project*. This project should be made available to Band-operated and federal schools.
- Research and development services be provided for culture-free psychological, diagnostic, and achievement tests.
- Some initiatives to be considered:
  - Native home and school liaison workers,
  - Native para-professional counselling,
  - Native teacher aides,
  - Native bursaries and scholarships,
  - Native community resource people,
  - Native group homes for isolated students, and
  - Hot lunch programs.
- Some initiatives which may have to be considered are the delivery of education programs in cooperation with the Alberta Correspondence School Branch and/or, ACCESS, and Athabasca University. The delivery would utilize satellite communication and TV broadcasting of educational programs. An expanded life skills and work experience program utilizing technological delivery and field trips should also be considered.
- A teacher training program similar to Morning Star and these teacher education programs in Manitoba and Saskatchewan be considered.
- The provision of authority for selected Native people to teach oral Native languages be considered, provided that proper pre-service is received.
- Existing institutions such as the community colleges be encouraged to offer programs for para-professionals in the areas of Native home liaison, counselling, teacher aides, and Native language instruction. A system of bursaries would encourage attendance.
- Local school boards in Northland School Division be permitted the right to determine the school year, and other relevant local school issues.
- Regional office of education provide evaluation services to Band-controlled schools.
- Alberta Education provide a structure to provide services specific to the delivery of Native education.

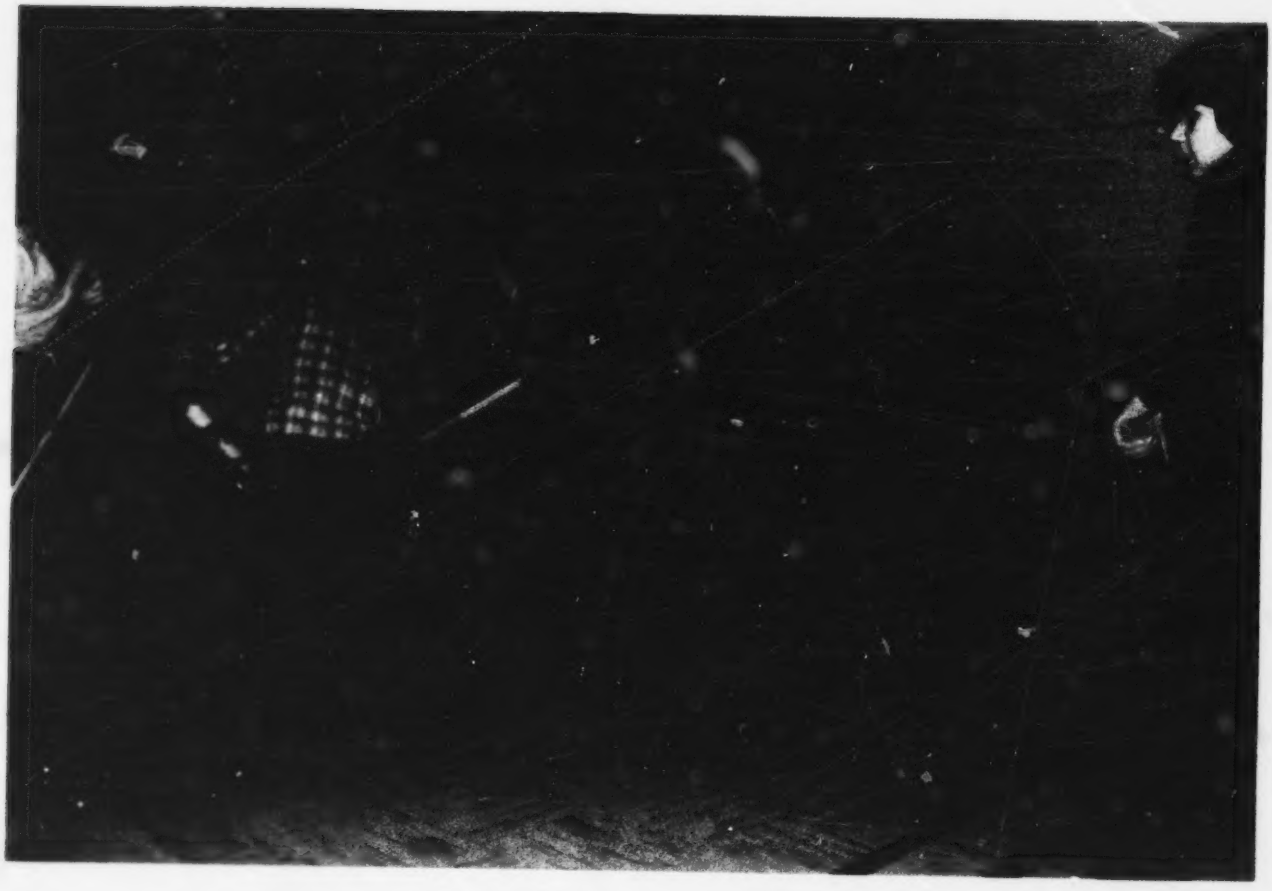
Educational Partnership



Summary of Discussions and Submissions

A major concern expressed by Native people was the lack of involvement of parents in the education of their children. The school is often referred to as foreign territory where Native people do not feel welcome. Native parents stated that they perceive little opportunity to influence the education offered to their children. Northland School Division parents indicated that their influence is beginning to be felt largely due to the Northland School Division Act. In those communities not governed by the Act, parents expressed the view that they had little or no influence upon the education of their children attending provincial schools.

To ameliorate the situation, this report addresses the roles, rights and responsibilities of the participants in Native education and discusses the relationships that Native people indicate can be established.



The Role of The Federal and Band Governments

It is recognized that Band-operated and federal schools have the right and responsibility to decide the education of Treaty Indian students. There are approximately 6,743 Treaty Indian students attending provincial schools, and in accordance with tuition agreements, provision must be made with provincial school jurisdictions. There must be assurance of an equitable education for these students. Some Band-controlled schools have indicated that the best educational services could be provided through a tuition agreement negotiated by provincial school jurisdictions and Indian Bands.

The Role of The Provincial Government

The province has the role and responsibility for establishing the legal framework for the education of all Native children attending provincial schools, including Treaty Indian students attending provincial schools. Native students, except Treaty Indians living on reserves, are the educational responsibility of the jurisdiction in which they reside. (Unorganized territory is a provincial jurisdiction.)

The Role of School Boards

The school boards operate within the fundamental principles of the Management Finance Plan and have responsibility for developing policies and procedures which are consistent with the broad Native policies developed at the provincial level. School boards are accountable for the results of their Native education program. School boards are also responsible through provision of tuition agreements to Band councils and/or the Department of Indian Affairs. Some provisions should be made for Native representation on school boards.

The Role of Native Parents

Native parents, working through their Band council, should make efforts to protect the interests of their children who attend provincial schools. Some parents indicated a desire to become more involved in education decision-making through advisory councils or some other mechanisms.

Principles

- Native parents must accept the primary responsibility for protecting the educational interests of their children.
- Treaty Indian parents on reserves must have the opportunity to participate in the governance of the school jurisdiction their children attend.
- Alberta Education and local school jurisdictions accept the responsibility for all Native students except Treaty Indian students living on reserves.

- School boards offering education to Native students must accept responsibility for meeting the individual needs of Native students.

Recommendations

The following recommendations provide information which will be useful in formulating policy to ensure participation of Native people in the education decision making process.

- Alberta Education should support the provision of opportunities for Native parents to become involved at the system and school level in the educational decision-making which affects their children.
- Alberta Education should encourage school jurisdictions to recognize that Treaty Indians finance the education of Treaty Indian students in school jurisdictions through tuition and capital agreements.
- Alberta Education should provide school foundation program grants to all Native students except Treaty Indians residing on reserves, and including non-Treaty students attending schools administered by Department of Indian Affairs or Indian Bands.
- Alberta Education should provide opportunities for all Native people to participate fully in all levels of decision-making, including school board representation.
- Alberta Education should support the establishment of a provincial Native education council similar to the Alberta Cultural Heritage Council.

Implications

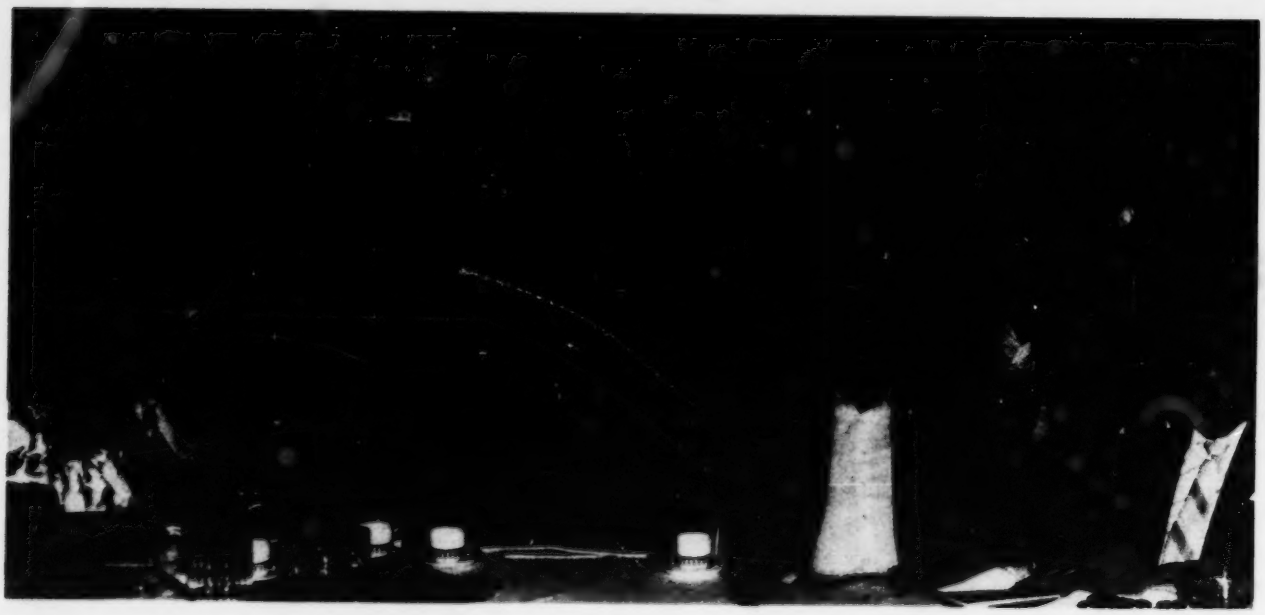
In discussing partnership in Native education, it must be recognized that partnership can only be practiced if all parties are recognized as having equal

rights, roles and responsibilities. Many Native groups, including Indian Bands and Metis educational authorities, indicated that they are not able to negotiate directly with provincial school jurisdictions.

Native parents also reported that they experience difficulties in communicating with local school authorities.

Native people suggest that:

- Local school jurisdictions and Native communities should be encouraged to establish Native education advisory committees to address issues that may arise relative to the education of Native students. Issues such as testing, placement, suspension, transfers and discipline, school year and hours in school day would be part of the mandate of the committees. The advisory committee would require Native membership with stated powers and responsibilities.
- Tuition and capital agreements should be negotiated between Indian Bands, Metis educational authorities and school divisions.
- An administrative procedure should be established for payment of School Foundation Program Grants to Non-Treaty students attending Band-controlled schools.
- Provisions for representation of Treaty Indians on school boards should be negotiated between Indian Band Councils and Alberta Education.
- Metis settlements should be considered as a school jurisdiction or a sub-division within an existing division.
- Four regional Native education councils should be established. A provincial Native education coordinating committee comprised of the chairman of each regional Native education council, Ministerial appointees, and Alberta Education should be formed.



Appendix I
Review of Native Education Information Meetings

A. Native Organizations

1. Yellowhead Tribal Council - represents 5 reserves
2. Slave Lake Regional Council - represents 9 reserves
3. Indian Association of Alberta
4. Metis Association of Alberta
5. Tribal Chief's Association - represents 6 reserves
6. Treaty 8 Commission
7. Treaty 7 Education
8. Poundmaker's Lodge
9. Metis Women's Association (Edmonton)
10. Alberta Native Women's Association (Peace River)
11. Kapound Centre (Grouard)
12. Nechi Society
13. Sacred Circle Program (Edmonton)
14. Native Women's Pre-Employment Program
15. Apiytokosan Ltd.
16. Ben Calf Robe Society
17. KAINAI News

B. Friendship Centres

1. Bonnyville
2. Lethbridge
3. Grande Prairie
4. Rocky Mountain House
5. Medicine Hat
6. Edmonton
7. Taber
8. Peace River
9. High Prairie

C. Metis Locals (Some Metis Locals meetings were included with the Friendship Centres' meetings.)

1. Edmonton
2. Lac La Biche
3. Hythe
4. Hinton
5. Fort McKay
6. Fort McMurray
7. Athabasca
8. Medicine Hat
9. Bonnyville
10. Grande Prairie
11. Rocky Mountain House
12. Peace River
13. Lethbridge
14. Taber

15. Wetaskiwin
16. High Prairie
17. Anzac
18. Janvier
19. Fort Chipewyan
20. High Level

D. Reserves

1. Fort McKay
2. Blood Reserve (E. A. Torgunrud)
3. Blackfoot
4. Morley
5. Sarcee
6. Sunchild
7. O'Chiese
8. Hobbema 4 Bands: Samson, Louis Bull, Ermineskin, and Montana
9. Saddle Lake
10. Goodfish Lake
11. Cold Lake
12. Frog Lake
13. Beaver Lake
14. Kehewin
15. Bigstone
16. Drift Pile
17. Peigan
18. Dene'TA
19. Meander
20. Fox Lake
21. Jean D'Or
22. Tall Cree
23. Horse Lake
24. Janvier
25. Kinuso
26. Calling Lake
27. Boyer River
28. Duncan
29. Sucker Creek
30. Crouard
31. Sturgeon Lake
32. Fort Chipewyan
33. Paul Band
34. Atikameg
35. Assumption
36. Enoch
37. Little Red River Band

E. Metis Settlements

1. Fishing Lake
2. Elizabeth
3. Caslan
4. Kikino
5. Paddle Prairie
6. Gift Lake
7. Big Prairie

F. Native Communities and Isolated Communities

1. Faust
2. Kinuso
3. Nose Creek
4. Hythe
5. Hines Creek
6. Atikameg
7. Desmarais
8. Slave Lake
9. Cadotte Lake
10. Little Buffalo
11. Calling Lake
12. Conklin
13. Manning
14. Loon Lake
15. Garden Creek
16. Peerless
17. Chipewyan Lakes
18. Peavine
19. Joussard
20. Trout Lake
21. Manning
22. Pelican Mountain
23. Smith
24. Anzac
25. High Level
26. Fort Vermilion
27. Keg River
28. Grouard

G. Post-Secondary Educational Institutions

1. University of Lethbridge
2. University of Calgary
3. Blue Quills Post-Secondary
4. Blue Quills Native Education Council
5. Keyano College - Fort McMurray
6. Sunrise Project - Slave Lake

7. CVC - Meander
8. AVC - Grouard
9. AVC - Lac La Biche
10. South Alberta Native Education Council
11. Fairview College
12. Fort Vermilion CVC
13. Bigstone Education Authority
14. High Level CVC
15. McLennan CVC

H. Social Studies Curriculum Project

1. Blood Reserve
2. Lakeland
3. Northland School Division
4. Peigan Nation

I. Junior and Senior High Schools

1. Blue Quills
2. Fort McMurray Junior & Senior High
3. Valleyview
4. Morley School
5. St. Mary's School (Desmarais)
6. Wabasca High School
7. Drumheller High School
8. Slave Lake High School
9. Lac La Biche High School
10. Ben Calf Robe School
11. Plains Indian Survival School
12. Exshaw
13. Grouard
14. Athabasca
15. Ashmont
16. Rockey Lane School
17. Wetaskiwin (2 schools)

J. Cultural Centres

1. Saddle Lake
2. Muskwachees Cultural College
3. Nanestiko Centre (Blood Reserve)
4. Blackfoot Education Authority

K. Government Committees

1. Minister's Advisory Committee on Native Peoples' Education
2. Native Employment Sub-Committee

L. School Jurisdictions

1. Lac La Biche School Division
2. Taber School Division
3. Ponoka RCSSD
4. Wetaskiwin RCSSD
5. Northland School Division
6. Lakeland RCSSD
7. Willow Creek School Division
8. Lethbridge Public School District
9. Cardston School Division
10. Enoch School

M. Native Educators

1. Native teachers
2. Native Teachers Ad Hoc Committee

N. Government Agencies

1. Indian Affairs
2. Advanced Education
3. Native Affairs
4. Northern Development Council
5. Social Services
6. Intergovernmental Affairs
7. Manpower